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crimination and susceptibility to visual illusion for use in anthropological and other field studies. She finds that under these special conditions of work the method is superior to others requiring a number of tests upon fewer individuals.

Problems in learning and recognition are reported by A. S. Edwards and H. M. Clarke, and problems in social psychology are discussed by M. F. Washburn and R. H. Gault. H. C. Stevens reports a modification of the Rossolimo mental tests such that their good features are retained while the time for the test is reduced from three hours to one hour. In a study of the affective tone of color combinations, L. R. Geissler derives the general law "that the greater the pleasantness of the individual constituents, the greater will be the pleasantness of the combination." C. G. Shaw discusses the psychological analysis of the religious consciousness and points out errors due to the character of consciousness and to the psychological methods used to study it.

Two studies of meaning are included in the series, one by R. M. Ogden and the other by H. P. Weld. L. D. Boring and E. G. Boring investigate the accuracy of time estimations after sleep, the nature of the designated conscious cues, and the adequacy of these cues to the temporal judgments. C. A. Ruckmich reports a study of visual rhythm. He finds in it many of the characteristics of auditory rhythm, although it is less frequent and more subject to variation among individuals. K. M. Dallenback presents an analysis of consciousness in a game of blindfold chess. Studies are reported by E. C. Sanford upon the influence of satisfaction from success and of intention to learn upon improvement. W. S. Foster contributes a bibliography of the published writings of Professor Titchener. The references are grouped under Books, Translations, Articles, Notes, Discussions (200 titles), and Editorial Work (113 titles).

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A Study of the Mental Life of the Child. H. VON HUG-HELLMUTH. Translated by James J. Putnam and Mabel Stevens. Nervous and Mental Disease Monograph Series No. 29. Washington, D. C. 1919. Pp. 154.

The monograph under consideration embodies a serious attempt to interpret the mental processes of the child, through observation of his behavior. The author, however, labors throughout under two unfortunate limitations: she begins with a mental set, which predetermines all her thinking; and she does not appreciate the difference between "personal observations," and observations obtained under

carefully controlled conditions, according to the method of science.

The mental set which the author brings to her work is that of a disciple of Freud. She attributes all childish activities to a single drive—the sexual instinct. Swinging, shouting, fear of cats, general manipulation of the environment, play, laughing when others laugh, weeping when others weep, vocalization—all are of erotic origin. Does the child splash about and enjoy his bath? The excitement is sexual in character. Does the child fight and wrestle with his comrades? This behavior, too, is sexual, and portends the sexual act in adult life. Does the child become angry when thwarted, or resist his elders, or fall into a tantrum of jealousy at seeing another approved? “What else can it be than” a method of striving for erotic satisfaction? Intellectual development is also sexually motivated. “Interest in their own sex organs . . . explains, too, why boys—as a rule—acquire a greater familiarity with numbers and figures earlier than girls.”

The book is full of such expressions as “I maintain that,” “it seems to me,” “I can confirm this from my own experience,” “surely it must be,” and the like. Yet there is no hint that the author regards her contribution merely as an expression of personal opinion. She generalizes extensively, and apparently is satisfied that her generalizations have the validity of scientific facts. As one reads, one’s interest is diverted from the subject matter itself, and becomes absorbed in watching the influence of the point of view, as it catches every act of the child and forces it to emanate from the sexual instinct. One is tempted to try the game of showing how every childish act can be explained by reference to acquisitiveness, mastery, food-getting, or some other of the fundamental elements in the original nature of man.

The author’s insistence on adequate recognition and study of the sexual instinct in children is admissible. Of course this instinct should have its share of the attention of psychological investigators, which it has, perhaps, not had in the past. One is not led to believe, however, that *all* of the attention of such investigators should be given to it. One believes merely that this author has failed to make acquaintance with Thorndike, McDougall, and William James, and that her reflections would have been illuminated by such acquaintanceship.

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